Special Educational Needs & Disability (SEND) Policy

Langley Park School for Boys

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Section 1: Compliance

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools Department for Education - Feb 2013
- Special Educational Needs & Disability (SEND) Code of Practice 0 – 25 (January 2015)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- The UN Convention of the Rights of the Child

The SEND Co-ordinator (SENDCo) at LPSB is Mr L Game, who is also an Assistant Headteacher on the Leadership Team. The Director of the Sunil ARP / Assistant SENDCo, responsible for the day-to-day operation of the department is Mrs J Black. The Director of Student Support with responsibility for students with additional educational needs, but without an EHCP, is Mr D A Mathews. The Learning Support Department team also has a SEND Teacher who is Mrs S Bidmead, and a senior team leader who is Miss C Martin, SEND administrators and a large team of teaching assistants, many with qualifications in specialist areas. The SEND Governor is Mrs L Lake.

Our Beliefs and Values

'All children have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach children with special educational needs and all schools should play their part in educating children from the community whatever their background' (Removing Barriers to Achievement DfES 2004).

The SEND policy has been developed in order to ensure that the school meets not only the requirements of the new legislation but also reflects the spirit of inclusion. LPSB believes that it is the duty of all staff to work to ensure that students with SEND are supported holistically both inside and out of the classroom. The SEND Policy works alongside existing related policies/plans which can be found on the school website. These include:

- Bullying
- School Discipline (Right to Learn)
- Meeting Medical Needs
- Safeguarding
- Accessibility
- CLA (Child Looked After) Policy

Child Protection / Safeguarding Policy and Procedure

Langley Park School for Boys (LPSB) fully recognises the responsibility it has to the safeguarding and protection of pupils. All governors and staff, including volunteers, have a full and active part to play in protecting children and young people from harm.

We recognise that students who suffer from any form of abuse or neglect may find it difficult to develop a sense of self-worth and to view the world in a positive way. We recognise that some students who are experiencing difficulties may harm others physically or emotionally. We will always take a considered and sensitive approach in such situations to ensure the support all of our students. All students have the right to security and stability. Child Protection often involves close working between social services, the police, health agencies and education welfare.

Accessibility Plan

LPSB promotes access for disabled pupils to the school curriculum through bespoke differentiation and modern facilities in line with the statutory requirements of a new school building. LPSB has three lifts on site and the self-contained layout of the main teaching block allows learners with physical impairments to access the curriculum fully. The Physical Education department is located outside the main building site but is fully accessible to students with physical disabilities.

Section 2: Aims

All staff at the school are committed to meeting the Special Educational Needs of all students in line with the new SEND Code of Practice 2014:

'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives'. (Foreword)

- We aim to meet the needs of all students, including students with special educational needs so that they realise their full potential.
- We aim to meet these needs as far as possible within the normal classroom environment to help instil positive perceptions on the part of students.
- We seek to create an environment which fulfils the variety of talents of each student in a caring, supportive and disciplined manner.
- All students have the entitlement to receive a broad and balanced curriculum. In meeting the special needs of students; we recognise that students, parents and teachers are all essential contributors, and information on progress is shared regularly.

Objectives

We hope to achieve our aims by:

- implementing the SEND Code of Practice and following the 'Graduated Approach':
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a whole pupil, whole school approach to the management of the provision of support for special educational needs.
- To provide a SEND team to work with the SEND Inclusion Policy
- To provide support and advice for staff working with students with special educational needs.

Section 3: Identifying Special Educational Needs

We recognise the importance of early identification and aim to identify children's special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child / young person.

The school also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant/Catch-up grant
- Being a child looked after by a local authority (CLA)
- Being a child of Service personnel

It is important to remember that concerns regarding a young person's *behaviour* may not be related to SEND, but to an underlying need that should be identified and responded to appropriately.

There is a rigorous system of progress monitoring across the school which takes place on a half termly basis. This identifies pupils who are not making expected progress and may include progress in areas other than attainment, such as social skills.

Promoting Social, Emotional and Mental Wellbeing

Children need to feel valued, confident and secure to make maximum progress in their learning. LPSB is committed to promoting the social, emotional and mental well-being of our pupils through a range of activities. The school promotes an ethos of working together and, the 3 C's; courtesy, common sense and co-operation is the school's code of conduct. In addition, a range of support systems are in place including:

- Peer Mentoring
- Social Skills and Life Skills Groups
- In-house counselling service and pastoral support
- Breakfast Clubs
- Homework Clubs
- Recreational Clubs to foster inclusion
- Anger Management
- Counselling
- Safe Haven
- PSHCE (Personal Social, Health and Citizenship Education) Programme
- Boost Sports Programme

Section 4: A Graduated Response to SEND Support

Class / subject teachers are responsible and accountable for the progress and development of all the pupils in their class. SEND is identified as 'Special educational provision means educational provision which is *additional to*, or otherwise *different* from, the educational provision made generally for children of their age in school.

High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs. Pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised/differentiated teaching. High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs.

Staff training and lesson observations/learning walks ensure that teaching is of the highest standard and that there is a good understanding of the needs of children with SEND. The Learning Support Department advise teaching staff of relevant information regarding individual students and provide resources and general guidance as required. General advice from outside specialists may also be sought.

Before special educational provision is made, the SENDCo/Assistant SENDCo/Director of Student Support and class teacher will consider all the information from within the school about the pupil's progress, alongside national data and expectations of progress and in consultation with parents. The Bromley Banded

Funding Guide (currently under review) is used to aid identification of need within the four categories identified by the Code of Practice 2014 (cognition and learning, communication and interaction, social emotional and mental health and sensory difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies to meet need. The steps followed are:

Assess: If the pupil continues to face difficulties, a more detailed formative assessment, facilitated by the SENCO, may take place.

Plan: Interventions based on the outcome of assessment are planned.

Do: They are delivered by appropriately trained staff. Support may take the form of additional in-class provision or an intervention group to address a particular need.

Review: The effectiveness of the intervention will be monitored regularly by the class teacher. Individual pupil targets will be reviewed as part of the school's cycle of progress monitoring.

If, despite support, children fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place children on the SEND register at '**targeted'** level (formerly school action plus) and an informal consultation with parents will follow. Support from outside agencies may be sought at this stage and an application for additional 'top up' funding made. Parents and the young person will be consulted throughout this process.

Additional Top-Up Funding

Whilst the needs of the majority of pupils will be met from within the school's own resources (delegated notional funding), some children will have a higher level of need. Additional funding to support children is available from the LA High Needs Block. To receive additional funding, the school needs to provide a costed provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes. An Educational Psychologist (EP) report at the school's initial expense is necessary for an additional funding application to be considered by Panel. Where additional funding is agreed, a Pupil Resource Agreement (PRA) will be put in place (this is exclusive to Bromley LA). Thresholds for funding are related to need and can be found in the Banded Funding Guide. Parents and the young person will be consulted throughout this process.

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority. Parents and the young person will be consulted throughout this process.

Managing Pupils on the SEND Register and Focus List

At LPSB a SEND Register and Focus List is produced and updated each term by the Learning Support Department.

Students included in the SEND Register must meet one or more of the following criteria:

- have an EHC plan/Pupil Resource Agreement (PRA)
- have a formal diagnosis relating to SEND
- be eligible for Pupil Premium
- be eligible for Catch-up Premium
- be in the care of local authority (CLA)
- have EAL difficulties (English as Additional Language)
- have known needs and receives targeted support (targeted)

Students included on the Focus List have

- identified needs but do not require additional targeted support (universal) and whose needs can be met via quality first teaching.
- been identified for non-educational reasons (e.g. social, emotional, physical difficulties)

Where longer term support is required or children have a diagnosis of need from an outside professional, parents will be formally informed that the child has been placed on the SEND Register. The SENCO/AENCO, in consultation with the class/subject teacher, pupil and parents will draw up an Intervention Mapping Programme (IMP).

Section 5: Criteria For Removal From The Send Register & Focus List

Students will be removed from the SEND register if they do not have a diagnosis and are demonstrating progress that is in line with their peers. Data is audited regularly and the Focus List updated each half term. Parents are consulted/notified as appropriate throughout the process.

Section 6: Supporting Pupils And Families

Tests and Examinations: Access Arrangements

The Access Arrangement Assessor is Mr L Game. For some pupils, additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a reader, scribe or word processor. The Access Arrangements Assessor will inform students and parents about eligibility and applications for these arrangements. Please see the school's Access Arrangements Policy and Procedure document for more information.

The school does not have the resources to conduct diagnostic testing. Referrals can be made as appropriate to the Complex Communications Service or Phoenix Centre for ASD and ADHD assessment respectively. Dyslexia assessments are not arranged by the school although where there is cause for concern then initial screening tests can be carried out as an indicator.

Transition

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition as much as possible.

When joining LPSB:

- The school offers a high level of pastoral support via Form Tutors, Heads of Year and the Learning Support Department during the transition period. For students with ASD, who may be particularly anxious, additional transition events are put in place.

When moving to another school:

- We will liaise with the new school to share information about special arrangements and support that has been made to help your child achieve their learning goals.
- We will ensure that all records are passed on as soon as possible.

When moving classes / tutor groups within school:

- Close liaison with teachers and Head of Year involved. All subject teachers and Teaching Assistants affected will be informed of the move.
- Opportunities to visit the new class/teacher if necessary.

External Agencies working alongside schools include:

- Bromley Local Authority - SEND Assessment and Placement Caseworkers
- Educational Psychology Service
- Occupational Health
- Physiotherapy
- Speech and Language Therapy
- Visual and Hearing Support Services
- CAMHS
- Specialist Support and Disability Service
- Bromley Working for Wellbeing
- Bromley Children's Project
- Social Services
- Information Advice and Support Service (IASS) and Mencap (impartial information and support for parents/guardians of children with SEND)
- Other useful external links are provided in Section 16.

Section 7: Supporting Pupils At School With Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and may have an EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 – 25 (2014).

Section 8: Monitoring And Evaluation Of Send Provision

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits and sampling of parent, pupil and staff views.

Role of Governors:

- Regular meetings with Governors
- Reports submitted to Governors' Meetings
- Close liaison with designated SEND Governor
- Sharing the work of the Learning Support Department with the Governors

The school undergoes an active process of continual review and improvement of provision for all pupils.

Section 9: Training And Resources

SEND is funded from the 'Notional SEND budget' allocated to all schools*, based on prior school attainment and deprivation (free school meals).* Therefore, the amount allocated varies from school to school dependent on these two factors. This allows for up to £6,000 of resources to be used for the support of any individual pupil. Additional funding is available from the LA High Needs Block where it can be demonstrated that a pupil requires a higher level of support.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well-equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SEND team to explain the systems and structures in place for the school's SEND provision and practice, and to discuss the needs of individual pupils.

The SENDCo/Assistant SENDCo regularly attend the SENCO Forums organised by the Local Authority in order to keep up to date with local and national updates in SEND and makes good use of the LA SEND information hub providing useful resources and diary dates. SENDCo/Assistant SENDCo/Director of Student Support also attend local cluster group meetings to share good practice eg Specialist Provision Leaders Forum.

Section 10: Roles And Responsibilities

SEND Governors

The SEND Governor at LPSB is Mrs L Lake

Governing bodies of maintained schools and multi trust academies (including Free Schools, University Technical Colleges and Studio Schools) have legal duties in relation to pupils with SEND.

In practice, the functions of these duties required of the governing body can be delegated to a committee, an individual governor or to the Head Teacher, although the responsibility is still with the governing body itself to ensure that the functions are carried out. It should decide, with the Head Teacher, the school's general policy and approach to meeting children and young people's SEND, including those with and without Education, Health and Care (EHC) plans. EHC plans are documents drawn up by LAs that set out a child or young person's SEND and the provision that must be made for the child or young person to meet those needs.

The governing body must set up appropriate staffing and funding arrangements and oversee the school's work. More information about LPSB Board of Governors can be found on the school website following the pathway: About Us – Meet the Governors.

In summary, governing bodies of mainstream schools and proprietors of academies have the following legal duties under the Children and Families Act 2014. Academies must also meet these requirements by virtue of their funding agreement. They must:

- use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEND;
- ensure that parents or young person are notified by the school when special educational provision is being made for their child, because it is considered that he or she has SEND;
- make sure that the responsible person makes all staff that are likely to teach the pupil aware of the pupil's SEND;
- make sure that the teachers in the school are aware of the importance of identifying pupils who have SEND and of providing appropriate teaching;
- ensure that there is a qualified teacher designated as special educational needs coordinator (SENCO) for the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must
- achieve a National Award in Special Educational Needs Co-ordination within three years of appointment;
- consult the LA and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area;
- ensure that pupils with SEND join in the everyday activities of the school together with children without SEND, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other pupils and the efficient use of resources;
- take account of the 'SEND Code of Practice' when carrying out their duties towards all pupils with SEND;
- where an LA or the First-tier Tribunal (SEND) names a school as the educational placement the child will attend on an Education Health and Care Plan, the governing body must admit the child to the school. Before naming a school on an EHCP, the LA must consult the governing body of the school (see below).
- cooperate with the local authority in developing the local offer;

- ensure the school produce and publish online its School SEND Information Report in accordance with section 69 of the Children and Families Act 2014; and
- ensure the school has arrangement in place to support children with medical conditions (section 100 Children and Families Act 2014).

The responsible person is generally the Head Teacher but may be the chair of the governing body or a governor appointed by the governing body to take that responsibility. If the responsible person is the Head Teacher, it is advisable to have one other governor with an interest in SEND.

In accordance with the Equality Act 2010, governing bodies and academy trusts are also under a duty to make reasonable adjustments to avoid substantial disadvantages experienced by disabled pupils. Governing bodies and academy trusts are required, where reasonable, to provide auxiliary aids and services as part of the 'reasonable adjustments' duty. Technical guidance on schools' reasonable adjustments duty is available from the Equality and Human Rights Commission.

Learning Support Department Structure

The SEND Co-ordinator (SENDCo) at LPSB is Mr L Game, who is also an Assistant Headteacher on the Leadership Team. The Director of the Sunil ARP / Assistant SENDCo, responsible for the day-to-day operation of the department is Mrs J Black. The Director of Student Support with responsibility for students with additional educational needs, but without an EHCP, is Mr D A Mathews. The Learning Support Department team also has a SEND Teacher who is Mrs S Bidmead, and a senior team leader who is Miss C Martin, six-year group TA coordinators, SEND administrators and a large team of teaching assistants, many with qualifications in specialist areas. The SEND Governor is Mrs L Lake.

An effective teaching assistant (TA) can have a significant impact on learning. The role of a TA is to complement the teacher and provide a personalised learning experience to all students, in particular those with special, or additional, educational needs. It is the responsibility of the teacher to make lesson plans available and it is the responsibility of the TA to deliver support to the identified students in line with these. TAs are aware not to allow themselves to become a barrier between the SEND child and the class teacher and to help the student with 'understanding and learning' rather than focusing on task completion. Wherever possible, we encourage independent working in students and ensure that strategies are in place not to foster over-dependency or reliance on adult support.

Name of designated person with specific Safeguarding Responsibility:

1. Ms S Bullen
2. Mr R Guy

Name of member of staff with responsibility for Pupil Premium and CLA:

1. Ms S Bullen — CLA (Children in care of LA)
2. Mr T Butterworth — Pupil Premium

Name of member of staff responsible for managing school's responsibility for meeting the medical needs of pupils:

1. Mr J Judd

Section 11: Storing And Managing Information

Documents are stored for a minimum of 7 years after a student has left LPSB or in the case of students with SEND until their 25th birthday has been reached. All files are stored in locked offices or containment units. Parents do have the right to see their child's file. However, this would always be anonymised if it contained the name of any other person.

Section 12: Reviewing The Policy

The policy is reviewed annually with Head Teacher of School and Governors.

Section 13: Accessiblity

The Equality Act 2010 places a duty on all schools and LAs to increase the accessibility of schools for disabled pupils and to implement their plans. A copy of this school's Accessibility Plan can be found on the school documentation link on the LPSB website.

Section 14: Dealing With Complaints

Any complaints regarding the provision for and treatments of students with SEND are dealt with on an individual basis in a careful and considerate manner. Should parents be dissatisfied with attempts by the Learning Support department to rectify the situation, parents are free to contact the Assistant Headteacher and SENDCo, Mr L Game in writing.

Section 15: Bullying & Physical Restraint

Bullying

Bullying can manifest itself in different ways but the main types are:

- *PHYSICAL* - Hitting, intimidation, taking belongings, including money.
- *VERBAL* - Name calling, teasing, insulting.
- *EMOTIONAL* - Group exclusion, tormenting, rumour spreading.
- *CYBER* – Name calling, spreading rumours, intimidation, threats, racist comments etc.by mobile phone, text or computer.

It is also behaviour which is deliberately hurtful, repeated over a period of time and difficult to defend against. Bullying includes racist, sexist and homophobic bullying. Bullying may not only be confined to pupils – it can affect anyone within Langley Park School for Boys. At LPSB we are strongly committed to equal opportunities and believe that every member of the school community has the right to learn and work in a safe, happy environment.

Physical Restraint

At LPSB, restraint should be an act of care and control, not punishment. The school does not advocate the physical restraint of students, the underlying principle in this policy is to maintain an ethos where it should not be necessary. Only in exceptional circumstances should physical intervention be used:

- to prevent students from committing a criminal offence;
- to prevent students from injuring themselves or others;
- to prevent students from causing damage to property, including their own property;
- as a last resort, when all other strategies have proved ineffective in preventing a student from engaging in behaviour which disrupts the good order and discipline of the school.

Physical restraint of students should not be used:

- to keep or block any student into a confined space or room unless they are in immediate danger;
- to prevent a student from running in a corridor unless the student, other students or staff are in danger.

If required to use physical intervention, staff will use the minimum force necessary, proportional to the circumstances.

This applies to all staff employed by the school and is applicable on outside learning activities organised by the school, i.e. trips and visits. Outside of this, staff do not have authority to restrain students.

Section 16: Appendices

Further information and useful web links are available as follows:

- LPSB SEND Information Report
- Medical Policy
- Anti-bullying Policy
- Safeguarding Policy
- Accessibility Plan
- Discipline Policy
- Access Arrangements and Procedure
- CLA (Child Looked After) Policy
- Admissions Criteria